Ivy Leaves

Fall 2010

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News and Notes from the Penn Libraries | Fall 2010

VITAL SIGNS

THE INFORMATION BASE, A LONG-RANGE SNAPSHOT [INCL. LAW]

	1990	2010
Volumes Added (gross)	98,659	94,363 (+127,581 e-book titles)
E-books	0	508,696
Current Serials	31,887	97,055
E-journals	0	79,220
Videos	na	25,444
Microforms	2,427,600	4,188,476
Reference Databases	4	923
In-house Digital Image Scans	0	602,805
Staff (Prof'l/Support)	108/167	137/179

INFORMATION USE, A LONG-RANGE SNAPSHOT [INCL. LAW]

	1990	2010
E-journal article views	0	5,802,366
General circulation	373,657	294,850 (includes audio and video)
Reserve circulation†	104,516	45,500 (includes audio and video)
Faculty Express items delivered	0	17,759 (31% loans)
Reserve lists	2,620	756
Blackboard sites	0	4,691 (24,644 unique users)
Resource sharing--what we borrowed		
Items borrowed	11,461	49,356
Photocopies received	10,691	37,537
Resource sharing--what we lent		
Items lent	7,902	53,648
Photocopies sent	13,485	26,138
Instructional sessions/participants		
	424/6,785	1,106/15,398
Reference consultations	na	4,836

†Does not include use of Rosengarten or Lippincott open stack or laptops

PEER COMPARISONS

RESEARCH EXPENDITURES (x 1,000), 2007
Source: The Center for Measuring University Performance at Arizona State University.

	Total Research	Federal Research
Duke	$781,843	$459,122
Penn	$648,247	$449,687
Washington U.	$572,775	$424,451
Columbia	$545,995	$459,748
Cornell	$449,307	$256,938
Yale	$448,671	$349,027
Northwestern	$443,345	$249,411
U. Chicago	$322,488	$261,870
NYU	$297,867	$194,303
Princeton	$188,732	$119,171

DOCTORATES AWARDED, 2009
Source: Association of Research Libraries.

Columbia	518
Cornell	513
Penn	487
Northwestern	449
NYU	423
U. Chicago	366
Yale	376
Washington U.	247
Princeton	349
Duke	378

POSTDOCTORAL APPOINTEES, 2007
Source: The Center for Measuring University Performance at Arizona State University.

Yale	988
Penn	915
Columbia	808
Duke	759
Washington U.	552
Cornell	433
Northwestern	381
NYU	373
Princeton	349
U. Chicago	286

CHANGE AND OPPORTUNITY

"What I find is, I now work with more sources. I tend to write sooner, and I tend to write and research at the same time, due to the ease of [information] access. It's changed the way I do research..."
Penn faculty participant in a Library focus group, 2009.

Scholars are researching, teaching, learning, communicating in profoundly new ways, to a large degree with the help of their libraries. Over and over again, in conversation with faculty and students—and more than ever before—we hear that libraries quicken the pulse of education. How, in the age of Google, can this be so?

For starters, scholars negotiate an enormous information universe, partly comprised of a familiar technology—the printed text—and partly composed of a complex and rapidly growing spectrum of digital media. Most scholars will tell you, it's not an easy landscape to traverse. They rely on a broker to assemble and organize access to the information they need—that broker is their library.

To better understand the scale of scholarly information in 2010, consider a few facts: in merely 20 years, the Penn Libraries' collection has practically doubled, leaping from 3.6 to 6.2 million volumes since 1990. Back then, we offered four networked databases, no e-journals, no e-books, not a single video. There was no World Wide Web. Today, our web-accessible e-journal collection tips 80,000 titles; we provide nearly 900 databases and half a million e-books; we hold some 25,000 videos. Our users download 5.8 million journal articles a year from library sources, even as they read, post, and blog about instructional material on the Libraries' courseware network. They also use books. In response to user demand, we've continued over two decades to acquire some 90,000 volumes annually, and Penn users continue to borrow 300,000-plus items per year. Book circulation is augmented by another 160,000 print items, which are exchanged with partner libraries through resource sharing arrangements. When you tally it all, the Libraries transfer to users more than 6.5 million items every twelve months, in print and digital form.

Clearly, Penn scholars depend on their Libraries for vital research information. Increasingly they also look to us for help in choosing and mastering technologies that create access to knowledge. This includes guiding students over the pitfalls of digital discovery. Because we know the Internet gives equal opportunity to fact and fiction, the academy has a mandate to prepare an educated citizenry with the skill to differentiate between the two. The task of preparation belongs to our Libraries, along with preserving the record of vetted knowledge for future generations.

MISSION

The Libraries support the central aims of the Penn Compact, quickening the integration of knowledge and the University's engagement on the global and local scene. To accelerate the University's course from excellence to eminence, the Penn Libraries:

EMPOWER TEACHING AND RESEARCH

ENRICH LEARNING

ENABLE INNOVATION

ENSURE THE AVAILABILITY OF KNOWLEDGE

Our brief survey of vital signs (which continues on page 4) illustrates the kinetic, sometimes volatile nature of the information world in the new century. How will the Libraries respond to conditions in this environment? How will we grow to meet a changing order of academic needs? These questions form the backdrop to a Strategic Plan, which we introduce in the following pages. A vision for transforming library services, the Plan sets priorities for technology, space, collections, and human resources; it lays a foundation for allocating dollars, launching new initiatives, assessing outcomes, and ultimately integrating the Libraries fully into the academic life of Penn faculty, students, and alumni.

Penn is uniquely positioned for interdisciplinary teaching and research that helps advance the world, and nowhere is the global reach of the University more evident than in its Libraries. With information and research findings in nearly 1,000 languages, the Libraries integrate knowledge for a world-class group of scholars.

WHAT DID THEY SAY?

In the Spring of 2009, the Libraries hired an independent consultant to facilitate a series of discussions with Penn faculty and graduate students. Our objectives: to examine their conceptions of "the library"; to explore their work habits and teaching, research, and study behaviors; and to probe their attitudes toward training in information and technology proficiency.
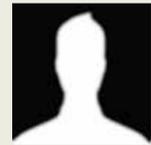
Here's what they told us:

" How do you make an historian? You teach a seminar then you send the students to the library and teach them how to use this gigantic, wonderful tool.

Could you build a user profile with everything I've ever taken out, and then put me into this group that does research on a certain topic like mine and I could opt into it?

Only about five to ten minutes of one session of a class is dedicated to teaching students how to do research.

[The library's] gone from a place that has resources and responsive staff to a place which is now a teaching institution. I've teamed up [with librarians] in almost a co-teaching model...

We're lucky to have our own librarian who knows how all this stuff works.

I've taken seriously the idea of undergraduates producing knowledge that is not just for my consumption.

I rely much more heavily on digitized material in my teaching and development of syllabi.

Faculty and students tend to do all of their work on the Web.

I'm a huge fan of browsing the stacks.

The library is a much more exciting place than it used to be. **"**

THE PENN LIBRARIES' STRATEGIC PLAN*

comprises four overlapping strategic emphases, conceptualized through an extensive environmental scan at Penn and beyond, and through discussion and debate among Penn faculty, students, and Libraries staff.

I. Excellence in Learning Management & Research Support

Priority: Enrich teaching, learning, research, and professional practice through scalable, reliable, cost-efficient technologies and high-quality research and instructional services.

Goals: The Libraries will increase support for teaching and the enrichment of learning outcomes through:

- stepped-up collaboration with the Schools to provide ergonomic, well-integrated technologies and services to the classroom.
- increased adaptation of Learning Management Services and courseware technology to faculty and student work styles and preferences.

In support of the research process, we will:

- improve discovery of information and collections by developing a more seamless user experience across various library web services.
- offer sophisticated support for scholarly investigation, complemented by instructional programs that advance the information and technology proficiencies of all users.
- train and recruit librarians to provide greater expertise in such areas as data management, Geographic Information Systems (GIS), media visualization, textual analysis, and bibliometrics.

III. Design of Effective Learning Environments

Priority: Create physical and virtual learning environments that promote the integration of knowledge, advancement of learning, and the exploration of new media and innovative teaching and learning methods.

Goals: The Libraries will transform facilities to enhance pedagogy, research, and study by:

- broadening the Weigle Information Commons model, creating particular brands for Engineering, Medicine/Nursing, and the Humanities, in cooperation with academic support programs of the Schools.
- increasing fundraising efforts to update facilities, emphasizing the design of effective learning environments.

To ensure the readiness of library spaces for changing academic needs, we will:

- evaluate the spatial requirements of library administration, processing, and, in targeted areas, library stacks.
- provide expedited retrieval and delivery to support the relocation of historical collections to the Penn Libraries Research Annex (LIBRA).

To foster learning environments in a digital context, we will explore and implement technologies that:

- enhance social learning methods;
- allow for mobile service delivery;
- enable real-time continuous communication; and
- permit greater assessment of individual learning experiences.

II. High-Quality Collections and Content

Priority: Optimize the Libraries' ability to meet the demand for information resources required by teaching, research, and professional practice.

Goals: In step with the range of disciplinary needs at Penn, the Libraries will:

- accelerate the transition from physical to digital collections, including audio and video formats.
- maintain our long-standing commitment to digitizing and preserving Penn's unique collections, coupled with continued investment in primary sources.
- develop a comprehensive preservation plan to ensure enduring access to research materials in print and digital forms.
- establish systematic assessment practices in collection development and management to ensure our collections have proper scope, depth, and usefulness for Penn programs.

We will increase external funding for:

- purchase of materials and digitization initiatives.
- provision of alumni access to selected licensed digital content.

IV. Expertise in Knowledge Management Services

Priority: Enhance support for the scholarly creation and use of knowledge in all of its forms and expressions; provide for the efficient and effective flow, discovery, sharing, publication, and preservation of data and scholarship.

Goals: The Libraries will develop a robust cyberinfrastructure to support an array of knowledge management capabilities, including:

- expanded digitization services, encompassing metadata creation, scanning, storage, and preservation;
- assistance to faculty and students in selecting and using effective digital tools for resource management;
- services to faculty in preparing research content for digital discovery and distribution using librarian expertise in metadata and ontology creation; and
- digital repository services to enable broad, perpetual access to and dissemination of Penn faculty and student research, including data. As part of our expanded repository capabilities, the Libraries will advise faculty on intellectual property issues and the integration of digital content into teaching, research, and publishing.

Finally, we will establish policies necessary for scholars to engage the cyberinfrastructure, from submission of digitized content to distribution to preservation. These policies and services will ensure the security and uninterrupted support of research content now and in the future.

* *The four interlocking emphases of the Strategic Plan build upon the Libraries' strengths but their success hinges on our continued commitment to strategic partnerships and evidence-based management.*

THE FUTURE

What is changing in the Libraries as a result of our new strategic orientation?

☑ **Organizational Culture**

- Planning is part of the Libraries' DNA
- We tolerate greater risks
- Control of budgetary resources improves
- Risk and resources are better managed through selected partnerships
- We heighten our influence by leveraging assets, such as courseware, storage, and repository services
- Fewer things top the priority list, but they are focused and done exceptionally well
- Evidence informs decision-making

☑ **Campus Identity**

- Paradigm shift: from an exogenous (meaning outside the organism of learning) to an embedded service
- The Libraries are known as fact-finders, consultants, collaborators, architects
- The Libraries are no longer just a destination, but a presence on campus
- Engagement is programmatic, not just episodic
- The Libraries' supportive role becomes supportive *and* leading

☑ **A Staff Known For...**

- Bibliographic competence
- Greater technical competence
- Sophisticated subject/domain knowledge
- Knowledge and skill to engage University and attract partners/investors

☑ **Services & Resources**

- Further concentration of the digital
- Agile production of digital content
- Technical architecture transformed for economy and service improvement
- Known less for storage, more for learning laboratories
- Empower research and learning with engines of deep discovery